

CTE Standards Unpacking ***Relationships Across Lifespans***

Course: Relationships Across Lifespans

Course Description: Relationships Across the Lifespan examines the function and dynamics of interpersonal relationships. Through this course, students will analyze healthy relationships with children and adults of all ages in the context of family and workplace. The course will also cover factors related to families across the lifespan.

Career Cluster: Human Services

Prerequisites: None

Program of Study Application: Relationships Across the Lifespan is a pathway course in the Human Services career cluster, Family and Community Services/Mental Health Services and Early Childhood Development and Services pathways. A student would participate in Introduction to Human Services prior to participation in this course. Relationships Across the Lifespan prepares a student to participate in additional pathway courses in the family and community services/mental health services, or early childhood development and services pathways.

INDICATOR #RAL 1: Analyze functions and dynamics of interpersonal relationships.		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Demonstrate communication skills that contribute to positive relationships.		
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify effective conflict prevention and management strategies.		
SUB-INDICATOR 1.3 (Webb Level: 1 Recall): Investigate the diversity of family roles and structures.		
SUB-INDICATOR 1.4 (Webb Level: 1 Recall): Recognize the influence that internal and external conditions have on interpersonal relationships.		
Knowledge (Factual): -Factors associated with healthy relationships -Communication cycle <ul style="list-style-type: none"> ○ Sender ○ Receiver ○ Message ○ Transmission ○ Encoding ○ Decoding ○ Feedback ○ Noise 	Understand (Conceptual): -Communication skills are needed to build and maintain positive relationships. -Families come in all shapes and sizes; there is no “one right way” to be a family. -Individuals and families are influenced by the people, places, and things that surround them.	Do (Application): -Name the parts of the communication cycle. -Identify barriers to effective communication. -Role play conflict resolution strategies. -Discuss diversity of family structure, roles and responsibilities.

<p>-Verbal vs non-verbal communication</p> <p>-Conflict resolution</p> <p>-Family structures not limited to:</p> <ul style="list-style-type: none"> ○ nuclear ○ blended/step-families ○ adoptive family ○ same-sex couples ○ childless couples ○ singles <p>-Internal and external conditions topic areas not limited to:</p> <p>-Empathy for the diversity of human experiences such as death of a child, miscarriage, end of life, hospice, and infertility</p> <p>-Racism</p> <p>-Poverty</p> <p>-Sexual orientation</p> <p>-Bronfenbrenner ecological model</p> <p>-Microsystem</p> <p>-Mesosystem</p> <p>-Exosystem</p> <p>-Macrosystem</p>	<p>-Conflict is inevitable; the key is how you handle the situation.</p>	<p>-Graph how your family is influenced by internal and external conditions.</p>
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Benchmarks:

Students will be assessed on their ability to:

- Recognize the diversity of family structures.
- Determine the cause and effect between communication and healthy relationships.
- Make observations about how individuals and families are influenced by society.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

The Performance Task suggestions at right integrate one or more of the following academic standards:

ELA Reading Informational Text Standard: **9-12.RI.2** Determine a central idea

ELA Speaking and Listening Standard: **9-12.SL.1** Collaborative Discussion

ELA Language Standard: **9-12.L.6** Acquire and accurately use...domain-specific words

Sample Performance Task Aligned to the Academic Standard(s):

-Create a “family quilt” that depicts the different family structures. (**9-12.RI.2, 9-12.L.6**)

-Complete the Families Ties Power of One module from FCCLA. (**9-12.L.6**)

-Identify the roles of individuals within the communication cycle using either a video or story. (**9-12.RI.2, 9-12.L.6**)

-Gather and interpret articles, videos, or other personal accounts about how individuals and families are affected by societal influences. Process through reflective writing or collaborative discussion. (**9-12.RI.2, 9-12.SL.1, 9-12.L.6**)

INDICATOR #RAL 2: Analyze healthy relationships with children.

SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Assess conditions that impact relationships with children such as culture, society, and technology.

SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Examine roles and responsibilities of families including discipline, parenting styles, and nurturing strategies.

Knowledge (Factual):

-Factors associated with healthy relationships

-Parenting styles

Understand (Conceptual):

-There is no one right way to parent.

-Parenting expectations vary across cultures.

Do (Application):

-Discuss in small groups, a scenario on societal conditions that impact parenting practices.

-Nurturing and discipline strategies -Technology and its impact on development.	-Nurturing a child has a lifelong impact.	-Role play different types of parenting styles. -Reflect on personal nurturing experiences and how they have impacted your life. -Discuss the pros and cons of modern technology effects on parents and children.
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Benchmarks:

Students will be assessed on their ability to:

- Define “healthy” relationships.
- Draw conclusions about the role of culture, society, and technology on parenting practices and child outcomes.
- Develop a logical argument for the importance of parents and/or caregivers in a child’s life.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

The Performance Task suggestions at right integrate one or more of the following academic standards:

ELA Reading Informational Text Standard: **9-12.RI.8** Evaluate an argument...assessing whether the reasoning is valid

ELA Writings Standards: **9-12.W.6** Use technology to produce and publish; **9-12.W.10** Write routinely to research, reflect, and revise

ELA Speaking and Listening Standard: **9-12.SL.4** Present information, findings, and supporting evidence

Sample Performance Task Aligned to the Academic Standard(s):

-Write a summary of the information from a panel presentation on parenting practices in different cultures. (**9-12.RI.8, 9-12.W.10, 9-12.NC.3.1**)

-Research possible child outcomes of parenting styles. Select one style to critique regarding the impacts on a child’s development. Share findings with the class. (Jigsaw strategy) (**9-12.RI.8, 9-12.W.6, 9-12.SL.4, 9-12.NC.3.1**)

-Create a job description or contract on being a parent. (**9-12.W.6, 9-12.W.10**)

INDICATOR #RAL 3: Analyze healthy relationships with adults of all ages.

SUB-INDICATOR 3.1 (Webb Level: 1 Recall): Discuss the effect of lifestyle choices.

SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Contrast healthy and unhealthy relationships.

SUB-INDICATOR 3.3 (Webb Level: 1 Recall): Investigate the impact of aging in family and community relationships.

<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Needs, wants, values, and goals (S.M.A.R.T) of individuals across the lifespan -Healthy vs. unhealthy relationships -Lifestyle choices may include, but not limited to: addictions, smoking, caffeine intake, drug use (legal, illegal, prescription), alcohol consumption, sexual behaviors, sleep deprivation, healthy eating, exercise, etc. -Maslow Hierarchy of Needs -Family Life Cycle 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Lifestyle choices can have a variety of effects on relationships. -There are a multitude of indicators for healthy or unhealthy relationship. -Lifestyle choices have a direct correlation to overall health. -As people age, their needs, wants, and desires evolve. -When warning signs of unhealthy behavior are present, one should seek help. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Discuss qualities of healthy and unhealthy relationship. -Write a S.M.A.R.T Goal based on your lifestyle -Investigate the consequences of healthy and unhealthy lifestyle choices. -Illustrate how Maslow's Hierarchy of Needs relates to your own life. -Pick a family member and identify what stage of the family life cycle they are in.
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Benchmarks:

Students will be assessed on their ability to:

- Differentiate between healthy and unhealthy relationships.
- Explain how relationships are influenced by the stage of development.
- Apply lifestyle knowledge to create a personal improvement plan.

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>The Performance Task suggestions at right integrate one or more of the following academic standards:</p> <p>ELA Reading Informational Text Standard: 9-12.RI.1 Cite strong, relevant evidence</p> <p>ELA Writings Standards: 9-12.W.4 Produce clear and coherent writing...appropriate for the task; 9-12.W.6 Use technology to produce and publish</p> <p>ELA Speaking and Listening Standard: 9-12.SL.1 Collaborative discussion</p> <p>ELA Language Standard: 9-12.L.6 Acquire and accurately use...domain-specific words</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Differentiate between healthy and unhealthy behaviors using a Venn Diagram or similar tool. (9-12.RI.1, 9-12.W.4)</p> <p>-Assess your lifestyle. Determine an area of growth, and create and put into action a healthy lifestyle S.M.A.R.T. goal. Reflect upon the process through writing and small group discussion. (9-12.W.4; 9-12.SL.1, 9-12.L.6)</p> <p>-Explain how relationships are influenced by the stage of development through either writing or discussion. (9-12.RI.1, 9-12.W.4, 9-12.SL.1, 9-12.L.6)</p> <p>-Complete an illustration depicting what happens during different stages of the family life cycle. (9-12.RI.1, 9-12.W.6, 9-12.L.6)</p>

INDICATOR #RAL 4: Evaluate the impact of relationships between family and workplace.		
SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Examine personal and work ethics.		
SUB-INDICATOR 4.2 (Webb Level: 1 Recall): Investigate stress management techniques for life and work balance.		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Stress Management Techniques -Personal and Work Ethics -Character Counts - 6 Pillars of Character -Life and work balance 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Ethical behavior should follow through all aspects of life. -Character development is multifaceted, ongoing, and correlated with success in life and work. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Track time spent doing daily activities. -Identify stressors in one's life.

	<p>-It is important to balance work and life in order to prevent stress.</p>	<p>-Identify personal strengths and weaknesses in each of the six pillars of character.</p> <p>-Role play ethical and unethical behaviors.</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Reflect on time spent doing daily activities and understand impact on work-life balance. • Assess the impact of effective time management on life and career success. • Apply the six pillars of character to personal life. • Demonstrate the ability to solve an ethical problem. </p>		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>The Performance Task suggestions at right integrate one or more of the following academic standards:</p> <p>ELA Reading Informational Text Standard: 9-12.RI.1 Cite strong, relevant evidence</p> <p>ELA Writings Standards: 9-12.W.6 Use technology to produce and publish; 9-12.W.10 Write routinely to research, reflect, and revise</p> <p>ELA Speaking and Listening Standard: 9-12.SL.4 Present information, findings, and supporting evidence</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Create a product (video, poster, infographic) about effective communication in the workplace. (9-12.W.6, 9-12.SL.4)</p> <p>-Create a well-balanced visual representation showing how you would best utilize your time throughout the day. Compare this to how your time is truly spent. Reflect on the impact poor time management has on both your personal and work life. (9-12.W.6, 9-12.W.10, 9-12.SL.4)</p> <p>-Watch a video clip or read a short story that presents an ethical dilemma. Examine how the dilemma was solved in the scenario. Then, rewrite the scene so that the characters respond more ethically. (9-12.W.6, 9-12.W.10, 9-12.SL.4)</p>	

Additional Resources

American Academy of Pediatrics <https://www.aap.org/en-us/Pages/Default.aspx>

Bronfenbrenner Ecological Theory

<http://study.com/academy/lesson/bronfenbrenners-ecological-systems-theory-of-development-definition-examples.html>

National Coalition Against Domestic Violence www.ncadv.org

South Dakota Coalition Against Domestic Violence www.sdcedsv.org

Helpline Center www.helplinecenter.org

Local Senior Centers have resources

South Dakota Association of Healthcare Organizations www.sdaho.org

www.nomore.org

American Association of Retired Persons www.aarp.org

Stress and resiliency resources www.stressfree.org

Character Counts <https://charactercounts.org/program-overview/six-pillars/>